



GORDIE CENTER

National GORDIEday Planning Guide

 **gordie.org**

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What Is National Hazing Prevention Week?

(Source: www.hazingprevention.org/home/prevention/national-hazing-prevention-week/)

National Hazing Prevention Week (NHPW) is an opportunity for campuses, schools, communities, organizations and individuals to raise awareness about the problem of hazing, educate others about hazing, and promote hazing prevention. HazingPrevention.Org™ (HPO) is the organizer of National Hazing Prevention Week.



NHPW is officially designated for the last full week of September each year, but HPO encourages observance of NHPW at whatever time of the year it fits best into your schedule. Even more, HPO encourages you to make hazing prevention an everyday activity—not just one week out of the year.

Organizing activities and events around a national awareness week is a great way to bring attention to the problem of hazing. NHPW is an opportunity to educate students, parents, teachers, coaches, administrators, faculty, staff, athletic directors, band and performing arts directors, residence hall leadership, student government leaders, community members, local and campus police and others to not just recognize hazing but to learn ways they can prevent it from occurring in the first place. NHPW should be one part of every community's year-round comprehensive prevention planning efforts.

The ultimate goal is to prevent hazing. Strong education efforts, diligent policy development and reinforcement, and comprehensive planning and ongoing community efforts can do just that.

What Is Hazing?

(Source: www.hazingprevention.org/home/hazing/facts-what-hazing-looks-like/)

Hazing is any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate.

Some definitions of hazing vary but all have common factors:

- There is a power differential between those in a group and those who want to join a group, or between senior and junior members of a group.
- Intentional initiation rites, practices or 'traditions' are involved.
- Willingness to participate does not absolve responsibility for either party.

EXAMPLES OF HAZING

Below are just some examples of hazing practices that occur:

- Activities for new recruits to 'prove' their worth to join
- Consumption of alcohol
- Forced or encouraged consumption of rotten food, large amounts of food or beverages, noxious fluids, etc.

- Enduring hardships such as staying awake, menial tasks, physical labor, running while blindfolded, etc.
- Humiliation of new or potential members
- Isolation of new or potential members
- Beatings, paddling, or other physical acts against new or potential members
- Expectation for new or potential members to do things established members are not required to do
- Illegal activities such as stealing items as part of a scavenger hunt

HAZING BASICS

(Source: www.hazingprevention.org/home/hazing/studiesstatistics/)

- Hazing occurs in sports teams, clubs, Greek life, cheerleading, marching bands, honor societies, and other organizations.
- Hazing is about power and control.
- More than half of students in colleges and universities involved in clubs, sports teams, and organizations have experienced hazing.
- A significant number of hazing incidents and deaths involve alcohol consumption.
- Students are more likely to be hazed if they knew an adult who was hazed.
- 47% of students indicate that they have been hazed in high school.
- 2 in 5 students say they are aware of hazing taking place on their campus.
- Hazing occurs in middle schools, high schools, and colleges.
- Both male and female students report a high level of hazing.

What Is National GORDIEday?

National GORDIEday is a Gordie Center initiative held annually as part of National Hazing Prevention Week each September as a way to raise awareness about alcohol overdose and encourage students to intervene when a friend is in distress. Through this day of remembrance, we share Gordie's story in an effort to challenge attitudes about the true risks of hazing and alcohol use. Our motto: "Save a Life, Make the Call" is a powerful reminder that encourages young people to seek medical attention if they observe even one sign of alcohol overdose.



Who Was Gordie?

Gordie died from alcohol-related hazing just 3 weeks after arriving on campus for his freshman year of college. He was only eighteen.

On September 17th, 2004, Lynn Gordon Bailey Jr. (“Gordie”) was found dead at the Chi Psi fraternity house at the University of Colorado at Boulder. On the evening of September 16th, Gordie and twenty-six other pledges, dressed in coats and ties for “bid night,” were blindfolded and taken to the Arapaho Roosevelt National Forest, where they had 30 minutes to drink four handles (1.75 liter bottles) of whiskey and six (1.5 liter) bottles of wine around a bonfire.

When the group returned to the fraternity house, Gordie was visibly intoxicated and was placed on a couch to “sleep it off” at approximately 11pm. His brothers proceeded to write on his body with permanent markers—a fraternity ritual meant to embarrass brothers who pass out. Gordie was left to “sleep it off” for 10 hours before he was found dead the next morning at 9am, face down on the floor. No one had called for help. Gordie’s Blood Alcohol Content (BAC) was .328—more than 4 times the legal driving limit.

Gordie went to CU after three years at Deerfield Academy in Deerfield, MA, where he excelled in athletics, music, and drama. In his senior year, he was co-captain of the varsity football team, playing both middle linebacker and offensive guard. He also started at defense on Deerfield’s New England championship lacrosse team.

At graduation, he received the “Class of 2004 Award of Excellence in Drama” for his memorable performances in Deerfield’s musical and dramatic theater productions. While a senior at Deerfield, Gordie mentored younger students as a Proctor in an underclass dormitory, combining his leadership skills with his constant sense of humor.

Prior to attending Deerfield, Gordie attended St. Mark’s School of Texas in Dallas and The Lamplighter School, also in Dallas.

Gordie especially enjoyed his time in Sun Valley, Idaho, visiting his father and stepmother, where he loved to snowboard in the winter, and fly fish, hike and play golf in the summer. He vacationed frequently in Jamaica and was a huge fan of its reggae music. Gordie taught himself to play the guitar and songs from Kenny Chesney, Dave Matthews, or Bob Marley could often be heard coming from his room. Music and playing guitar had become a passion.

The many people whose lives he touched remember Gordie for his intelligence, leadership, compassion, humor, and happiness. All who knew him felt his joy for life. His goal to be a positive role model and mentor to others was greatly enabled by his gift of putting a smile on everyone’s face. Gordie cherished his special relationship with his family and friends, and most of all with his closest friend and sister, Lily.

6 Steps to a Successful GORDIEday

1. CREATE A PLANNING COMMITTEE

- Make sure you include student leaders, administrators and teachers/faculty. Have at least one initial face-to-face meeting so everyone knows each other and you can build relationships. This will make electronic follow-up communication much easier! Faculty/teachers and staff are invaluable resources because of their expertise in a variety of fields as well as their ability to cut through “red tape.” Involving fellow students and friends is essential to planning events that meet student needs and help motivate change. In addition, they can provide staffing at your event and can help spread the word. Start by contacting health teachers, school counselors or staff in your campus health center.

2. CONDUCT A NEEDS ASSESSMENT

- What do you already know about hazing at your school? Has anyone collected data about the extent of the problem or positive social norms you can reinforce? Do you already have a bystander intervention program that has data on how frequently students intervene? If you don't have school-specific data, then look at national data to guide your campaign. See www.stophazing.org/interactive-hazing-data/ for data on hazing behaviors.
- What issues do students believe are the most significant at your school? For example, do you need to raise awareness of the signs of an overdose? Medical amnesty laws? Safe ways to intervene in an emergency? Deciding which issues are most urgent can help you plan events to address the problem.

3. SET REALISTIC GOALS

- Once you identify the problem you want to address, decide on measurable outcomes. What do you hope to achieve? See the evaluation section below to learn how you can track your success.
- Examples may include:
 - Increase knowledge of the PUBS signs of alcohol overdose.
 - Increase knowledge of medical amnesty laws/campus policies.
 - Increase knowledge of the barriers to effective bystander intervention.
 - Increase motivation to call 911 when a student is in distress.
 - Increase motivation among organization members to speak up and end hazing practices.

• PLAN YOUR CAMPAIGN

- Avoid the trap of planning events before completing the first three steps above! Events should only be planned once your group agrees on the problem(s) to address and what you want students to learn.
- Next, think about how much time is required to work out all of the details for your program, including securing the location, choosing speakers (if any), coordinating with college/school offices and departments, preparing materials and getting the word out.
- At a minimum, make sure all reservations are confirmed at least one month ahead of time!

5. DEVELOP A MARKETING PLAN

- Advertise, advertise, advertise! Nothing is more frustrating than putting in time and effort (and sacrificing study time) for a program no one knows about. Be creative and deliberate in publicizing your event. Here are a few ideas:
- Budget for **food**, prizes, or student giveaways ... everyone loves free stuff!
- Coordinate with campus organizations that require members to attend educational programming (e.g., Athletics, Greek Life, Club Sports, Residence Life, etc.).
- Ask faculty who teach health-related courses to provide extra credit to students who attend events.
- Advertise early and everywhere.
- Post flyers and pass out handbills.
- Send an email blast to student list serves, faculty, and administrators.
- Make a Facebook event or Instagram campaign leading up to the event.
- Never underestimate the power of word-of-mouth advertising. Tell everyone and anyone you think might be interested!

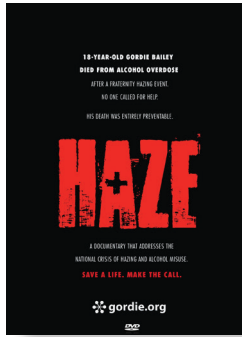
6. EVALUATE

- How will you know you were successful? Consider the following:
 - Number of attendees
 - Number of social media likes/shares
 - Number of people who sign the Gordie Center's "Pledge to Check"
 - Number of educational materials handed out
 - Pre/post surveys to show if students learned new information
 - Create a shared document with examples of marketing materials, evaluation data and tips to consider for next year. Make sure next year's leaders have access to the file so they can get a jump start on planning.
 - Don't forget to let the Gordie Center know how you did! Complete our brief ***GORDIEday program form*** and you might win free Gordie materials for your school!

ON A BUDGET?

- Try reaching out to academic or administrative departments that are interested in hazing prevention. Pooling funds is the easiest way to cut costs.
- Check with student organizations that can provide funds, such as Student Council/SGA, Interfraternity Council/Panhellenic Council, National Pan-Hellenic Council Psychology Club, etc.
- You can also reach out to partner organizations from your community who want to help with events such as Community Services Boards, the library, or other schools.

Event Ideas



HAZE (www.gordie.org/haze-the-movie)

The Gordie Center offers a documentary film, *HAZE*, about Gordie’s story and the dangers of hazing. *HAZE* is a powerful educational tool that can spark in-depth conversations about the role of alcohol and “traditions” to initiate members, as well as motivate audience members to intervene in a hazing situation or alcohol emergency. Since 2008, more than 750 high schools, colleges and other organizations have used the Gordie Center’s film as part of their educational efforts. The Gordie Center consistently receives feedback that the film and discussion positively impact students, parents, and campus culture, allowing conversations about what it means to be a valued member of a group, the barriers that prevent intervention on a campus, and how to be an active bystander.

The film uniquely weaves together Gordie’s story with a collection of interviews, many of which are with national experts on the subjects of hazing and alcohol, including Dr. Walter Kimbrough, President of Dillard University and the leading expert witness on hazing cases in the United States. Dr. Aaron White, a biological psychologist (neuroscientist) with the National Institute on Alcohol Abuse and Alcoholism, is also featured, along with hazing expert and Dean of Students at Rensselaer Polytechnic Institute, Travis Apgar. While the film does contain photographs from the crime scene after Gordie’s death, it is appropriate for all high school and college audiences.

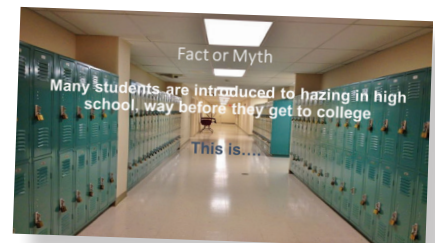
The 38-minute updated version was released on February 22, 2018 (Gordie’s birthday) and is intended to be used for interactive programs: a screening followed by a facilitated discussion. All orders of *HAZE* include an easy-to-use facilitator guide, Public Performance License, and the rights to make up to ten copies of the film per campus/organization..

HAZE planning ideas:

- Have students Tweet and Instagram their reactions to the film using the hashtag #GORDIEday.
- Follow the film with a Q&A session or panel discussion to discuss how your community can tackle issues surrounding alcohol overdose and hazing.
- Encourage students to take the Gordie Center's Pledge to Check at Gordie.org.

PRESENTATION ON GORDIE’S STORY AND THE SOCIAL SCIENCE OF HAZING

The Gordie Center has created a brief presentation summarizing the social science research on hazing. The *PowerPoint slides* are based on an amicus brief authored by Gregory S. Parks, JD, PhD., Associate Dean of Research, Public Engagement, & Faculty Development, and Professor of Law at Wake Forest University School of Law. HazingPrevention.org submitted the amicus brief on behalf of the State of Florida in the Robert Champion hazing death case. The slide show contains facilitator notes and is formatted as an interactive True/False quiz to keep the audience engaged.



We recommend pairing this presentation with the National GORDIEday slides, which provide an overview of Gordie’s story, the PUBS signs of alcohol overdose, and a reminder to always call 911 when even one sign is present. An optional section of the presentation provides information on blood alcohol concentration and tips for lower-risk drinking. The National GORDIEday slides and Social Science of Hazing slides can be found: www.gordie.org/gordieday-presentation.

PLEDGE TO CHECK CAMPAIGN

Many students are unsure of the signs of an alcohol overdose and at what point they should call 911 for help. As part of your campaign, provide education on the PUBS signs and then ask students to sign the Pledge to Check to reinforce the importance of calling 911 if they see even one PUBS sign. Students can sign the *electronic pledge* or you can reproduce our *paper pledge*.

As part of your program, emphasize the importance of staying to monitor an intoxicated friend and never leaving them alone to “sleep it off” and remind students that a person’s BAC can continue to rise even after they have stopped drinking and fallen asleep. Even if someone seems OK when they pass out, it’s possible that they could stop breathing during the night.

Set up a table outside of the Student Union or dining hall, before an athletic event, or in another busy area to invite students to sign the pledge. Reward students who sign the pledge with a Gordie Center laptop sticker to remind them of the PUBS signs.

Don’t forget to use social media to your advantage! Ask students to use the hashtag #PledgeToCheck and to share why they will choose to intervene in an alcohol emergency and not be a passive bystander.

The Pledge to Check: (www.gordie.org)

I recognize that alcohol can cause serious harm, even death, as a result of over consumption.

Today, I join others by pledging to:

- Check for the PUBS signs of alcohol overdose
- Call 911 for help if I see even one PUBS sign
- Encourage others to do the same in their organizations, schools, and communities

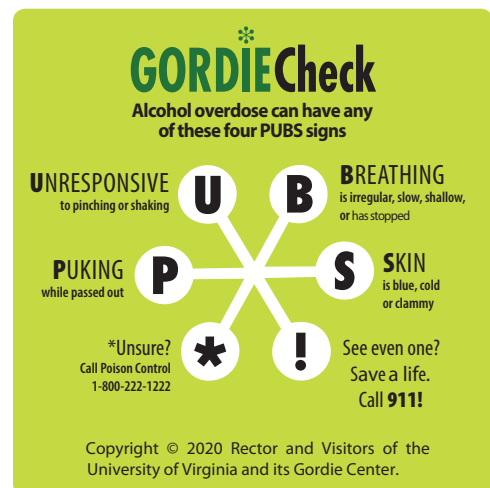
An easy way to remember the signs of alcohol overdose is by using the acronym **PUBS**:

Puking while passed out

Unresponsive to pinching or shaking

Breathing is irregular, slow, shallow, or has stopped

Skin is blue, cold, or clammy





#REMEMBERGORDIE CAMPAIGN (www.gordie.org/rememborgordie)

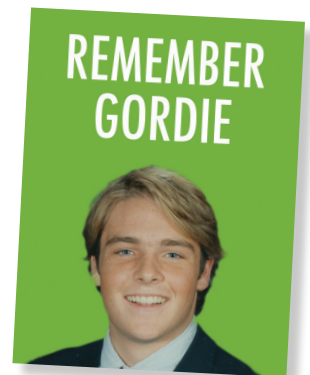
Gordie Bailey invested in friendships. He was a hugger who created the “Hug Club” while a student at Deerfield Academy. After his death, his parents and friends wanted his memory to live on through the lifesaving message to make the call when a friend is in trouble. The Gordie Center created #rememberGORDIE Kindness Cards to spread Gordie’s message along with an act of kindness—like a hug! Download and print the cards from the Gordie Center website, and then set up a table in a high traffic area to give out the cards (along with free hugs or treats!). You can also give several cards to each of your campus peer educators to give out as random acts of kindness. Encourage students to use the #rememberGORDIE hashtag to document their acts of kindness, remember who Gordie was, and to remind everyone to look out for their friends.

GORDIEDAY TEASER CAMPAIGN

Is this your school’s first year implementing a GORDIEday campaign? Introducing a new program can often be a challenge. Students are constantly inundated with ads and messages, so it can be hard to stand out among all the competition. A great way to attract initial attention to your program is to first implement a teaser campaign, which creates a bit of mystery around the topic of your main message. Provide your audience with just enough information to spark curiosity and keep them interested until the big day arrives! Use campaign flyers available on the Gordie Center website to spark curiosity among your campus community and generate discussion about Gordie.

Download the free teaser campaign materials: www.gordie.org/nationalgordieday

- Start your teaser campaign 1–2 weeks before National GORDIEday.
- Post the “Who Is Gordie?” flyers in academic buildings, residence halls, dining area/cafeteria and other areas where students gather.
- Request that an electronic version be displayed on media monitors and at athletic events (if available).
- Ask local restaurants and businesses to hang your flyers in their windows or on bulletin boards.
- If your school has a public graffiti rock, wall or bridge, you can share messages more visibly. This is a great way to make an impact, but first, make sure you are allowed to paint there.
- Use the hashtag #WhoIsGordie?” to generate discussion about the teaser. You can include photos of flyer locations for those who may not have seen anything yet!
- Create a Facebook event with information about when “Who Is Gordie” will be revealed.
- Ask your school or local newspaper to write an article about your event, but don’t reveal too much about Gordie unless the story will only run after your reveal day.



- Reveal who Gordie is as the kick off to NHPW.
- On the “reveal day” place “Gordie Reveal” flyers next to the “teaser” flyers.
- Ask the school newspaper to write a follow-up article after your big reveal so that everyone who reads it will learn more about Gordie. This is also a great opportunity to publicize other events.

MEDICAL AMNESTY EDUCATION

(Source: www.medicalamnesty.org/)



The Medical Amnesty Initiative

Medical Amnesty—also known as a 911 Lifeline or 911 Good Samaritan Law—is a state-wide law which grants intoxicated minors a limited legal immunity when they seek help for themselves or another individual who is in need of immediate medical attention.

Each year, thousands of young people tragically lose their lives to alcohol overdose and other alcohol-related unintentional injuries. In situations where a minor is in need of emergency medical attention, studies show that friends are more worried about getting into trouble and receiving a Minor in Possession/Consumption of alcohol (MIP) ticket, than concern that their friend’s life may be at risk.

- Alcohol-related unintentional injuries are a leading cause of death among young people in the United States.
- A Cornell University study concluded that while 19% of college students reported that help probably should have been called for a highly intoxicated individual they were with, only 4% actually made the call.
- 68% of teens report they fear getting in trouble and being cited by law enforcement when they drink.
- In a one year period following the implementation of one Medical Amnesty policy, the number of alcohol-related EMS calls increased by almost 700%. Studies also show that while 911 calls increased and fear of judicial repercussion decreased, drinking levels stayed the same or dropped, suggesting that the presence of the policy did not encourage drinking.

As part of your GORDIEday campaign, go to the Medical Amnesty Initiative’s website to find out if your state has a medical amnesty law and which behaviors are covered by the law. If your state doesn’t have a law, the non-profit Medical Amnesty Initiative can help guide you through the process of initiating and passing a Medical Amnesty bill.

- If your state has a medical amnesty law and/or your campus provides some level of immunity, how widely are students aware of it? How can you work to increase knowledge of Medical Amnesty laws in your community so that students are aware of their legal rights? GORDIEday is a great opportunity to educate your peers.
- If you don’t have a medical amnesty policy at your school, speak with members of your administration and student government about barriers to intervention, and build a coalition to create a new policy.

STEP UP! BYSTANDER INTERVENTION TRAINING

(Source: www.stepupprogram.org)



Step UP! is a prosocial behavior and bystander intervention program that educates students to be proactive in helping others. The goals of Step UP! are to:

- Raise awareness of helping behaviors
- Increase motivation to help
- Develop skills and confidence when responding to problems or concerns
- Ensure the safety and well-being of self and others

The Step UP! 5 Decision Making Steps for encouraging bystanders to intervene are:

1. **Notice the Event.** If students are not aware that a person is passed out on the couch at a party or that a friend is frequently skipping class due to hangovers or lack of sleep due to pledging activities, then they have no reason to be concerned.
2. **Interpret the Event as a Problem.** Once students notice a potential problem, they must decide if the situation merits intervention. Students may ask friends for their opinions on the seriousness of the situation or investigate further even if others appear unconcerned (e.g., checking a student's breathing). Bystander intervention training encourages participants to be mindful of group-think and be prepared to follow their instincts even if others appear unconcerned.
3. **Assume Personal Responsibility.** Most students feel a responsibility to their peers. Publicly stating one's intention to take action can encourage others to support an intervention.
4. **Know How To Help.** Students need to know the symptoms of an alcohol overdose and how to respond as well as how to effectively intervene when hazing events are being planned. Practice sessions and role-plays can be effective methods for building these skills.
5. **Implement the Help.** Individuals may accurately perceive a situation as a problem, feel responsibility to intervene and possess the skills to help, but not intervene because the perceived (or real) consequences of action are too great. Groups that discuss behavioral expectations around intervention can reduce the fear of retaliation for potential bystanders.

There are a number of resources on the national Step UP! bystander intervention program website, including modules on hazing prevention and alcohol overdose. Consider hosting a Step UP! training or using the 5 Step model outlined above as part of your overall GORDIEday campaign.

ADDITIONAL IDEAS

- Host guest speakers from within and outside of the community.
- Create your own hazing prevention video that focuses on positive forms of group bonding.
 - Keep it short and stick to a positive, active message. What can students do to end hazing in their organizations?
 - Create the video through a contest—provide prizes for the best video that uses your campaign theme.
- Hand out materials like the Gordie Center's posters, mirror clings, magnets, brochures, and/or GORDIEcheck BAC cards to Resident Advisors to provide information in residence halls, and offer materials to fraternity and sorority chapters to place in their houses.
- Host an outreach table and provide each student who stops by with a GORDIEcheck card (even if they chose not to sign the pledge). The card lists all the PUBS signs, and also provides students with male and female BAC charts, tips on how to reduce their risk for alcohol overdose, and a standard drink equivalency chart which compares a variety of different alcoholic beverages and containers. It can be a helpful tool for students to keep in their wallets or backpacks!
- Check out www.gordie.org/gordiestore for pledge materials, GORDIEcheck cards, and other resources and student giveaways.

Resources

- Gordie Center www.gordie.org
- Hazing Prevention.org www.hazingprevention.org/
- Medical Amnesty Initiative www.medicalamnesty.org/
- Step UP! Program www.stepupprogram.org/topics/hazing/
- Stop Hazing www.stophazing.org/